

Pupil Premium Strategy

Pupil Premium Strategy 2018-19 NOR	326			
Number of pupils eligible for PP funding	90			
Percentage of pupils eligible for PP funding	28%			
Total Budget allocation	£161,040.00 (inc. £1,320 EYPP)			
Academy Deprivation Index	0.4 (National 0.2)			
Nominated member of EAB	Trudi Bartle			
EAB PP Review dates	<table border="1"> <tr> <td>25.9.18</td> <td>18.1.19</td> <td>19.7.19</td> </tr> </table>	25.9.18	18.1.19	19.7.19
25.9.18	18.1.19	19.7.19		

Outcomes of Previous Academic year

	All	PP	Academy Other
EYFS (GLD)	73%	73%	73%
Year 1 Phonics	84%	78%	85%
Key Stage 1 Reading	74%	88%	65%
Key Stage 1 Writing	71%	88%	62%
Key Stage 1 Maths	79%	88%	73%
Key stage 2 Reading	86%	94%	79%
Key stage 2 Writing	89%	94%	84%
Key stage 2 Maths	84%	94%	74%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Pupils. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for pupils from low-income families, or who are Looked After Pupils, research shows that without intervention these pupils are far less likely to leave schools with good GCSE results than other pupils. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for pupils whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS – Objective 1

- To increase the percentage of PP pupils attaining an exceeding judgement

Y1 – Objective 2

- Increase % of PP pupils achieving Y1 Phonics screening pass to diminish the gap to National Other

KS1 – Objective 3

- To Increase % of PP pupils working at ARE+ in R/Wr/Ma at the end of KS1
- To increase % PP pupils working at GD in R/W/Ma at the end of KS1

KS2 – Objective 4

- Increase % of PP pupils meeting ARE+ in Y3,4,5

KS2 – Objective 5

- Increase the % of PP pupils achieving GD at the end of KS2

KS2 – Objective 6

- To ensure the existing % of PP pupils achieve expected + progress at the end of KS2

Whole School Objective 7 – Attendance

- To Reduce % of PP PA
- To Increase attendance of PP pupils

Whole School Objective 8 – Social, emotional and mental health

- Support PP involved with children and social care services (90% of open cases involve children entitled to PP) – targeted support from the emotional well-being team
- Emotional well-being team to support PP children's emotional needs through EWB in school strategy

Whole School Objective 9 - Safeguarding

- Continue to provide highly effective safeguarding provision

Whole School Objective 10 – EAL

- To provide daily intervention for the PP EAL children across the Academy to enable them to access the curriculum and make progress

Whole School Objective 11 –

- Nurture group who are accessing flooded provision to accelerate progress and address PSHE barriers

	% Eligible	% L –PA PP	% M-PA	% H -PA
Early Years	+ N° of chn			
Specific intervention need	5/48	N/A	N/A	N/A
Objective number 1				
Y1				
Specific intervention need	10/50	2	6	2
Objective number 2				
Y2				
Specific intervention need	10/42	4	6	0
Objective number				
Y3				
Specific intervention need	13/40	6	7	0
Objective number				
Y4				
Specific intervention need	11/41	4	5	2
Objective number				
Y5				
Specific intervention need	13/37	4	7	2
Objective number				
Y6				
Specific intervention need	20/45	3	11	6
Objective number 8				

Objective 1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: EYFS <ul style="list-style-type: none"> Accelerate progress in EYFS to ensure a greater % of children meet GLD, with a particular focus on increasing the number of children who reach higher levels. 	<ul style="list-style-type: none"> Additional specific adults in the EYFS unit to ensure smaller groups and accelerated progress. 	£23,800	25	<ul style="list-style-type: none"> EYFS Teacher EYFS Leader 	Deep Leaders / AAP / Acting HoA <ul style="list-style-type: none"> Weekly RAG challenge meetings Pupil Progress meetings Monthly Challenge meeting with Delta Monitoring Cycle
Review Term 1					
Review Term 2					
Review Term 3					
Objective 2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: Y1 Increase % of PP pupils achieving Y1 Phonics screening pass to diminish the gap to National Other	Staffing- Additional MS	£16,000	37 pupils	Class teachers, EYFS/Y1 Leader, Phonics Leader, T+L Leader, Acting HoA AAP	Increased % of PP pupils passing phonics screening to diminish the gap between PP and national other.

Review Term 1					
Review Term 2					
Review Term 3					

Objective 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: KS1 (4 classes)					
To Increase % of PP pupils working at ARE+ in R/Wr/Ma at the end of KS1 To increase % PP pupils working at GD in R/W/Ma at the end of KS1	Level 3 cover supervisor to provide bespoke interventions across Year 2 KA Subsidy for curriculum enhancing experiences	£30,000 £10,000 across the academy	Total 42 pupils	Class teachers, Y2 Lead, T+ L Lead, SENCo and Acting HoA Curriculum Leader, T+L leader, Finance Officer and HoA AAP	Increased % of PP pupils in KS1 achieving end of year ARE and GD % of PP pupils making accelerated progress
Review Term 1					

Review Term 2	
Review Term 3	

Objective 4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: KS2 (6 classes)					
Increase % of PP pupils meeting ARE+ in Y3,4,5	<p>Subsidy for curriculum enhancing experiences</p> <p>Purchase home/school access learning I.T app</p>	<p>£10,000 across the academy</p> <p>£550</p>	pupil	<p>Deep Support</p> <p>Deep Learning</p> <p>SENCo</p> <p>Acting HoA</p> <p>Deep Experience AAP</p> <p>Finance Officer</p>	<p>Increased % of PP pupils achieving R/Wr/Ma in Y3,4,5,6</p> <p>Increased % of PP pupils making better than expected progress in R/Wr/Ma</p>
Review Term 1					
Review Term 2					

Review Term 3	
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Objective 5 & 6 Years: Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>To Increase the % of PP pupils achieving GD at the end of KS2</p> <p>To ensure the existing % of PP pupils achieve expected + progress at the end of KS2</p>	Employ Director of learning for 1 day a week	£12,000	Y6 All PP pupils (20)	Class teachers	<p>Maintain the % of PP children achieving EXS+ at end of Y6</p> <p>To ensure the existing % of PP pupils achieve expected + progress at the end of KS2</p>
	Reduce group sizes in Y6 by providing an additional experienced class teacher to ensure targeted provision especially for Reading. Teacher working towards targets on FFT 5.	£25,000 (3 ½ days)		Deep Support	
	Allocation of UPS in Y6 for interventions and extended days	£22,000		Deep Learning SENCo Acting HoA DOL AAP	
	Daily tailored intervention based on gap analysis (x1 TA)				

Additional Planned Use of Funding (Whole Academy)

Whole school Objectives	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
<p>Whole School Objective 7 – Attendance</p> <p>To Reduce % of PP PA To Increase attendance of PP pupils</p>	<p>Admin attendance officer £20,000</p> <p>Safeguarding and behaviour Lead £30,000</p> <p>CPO £26,000</p>	<p>Any of the 90 PP pupils</p>	<p>Safeguarding and behaviour Lead</p> <p>Deep Support</p> <p>Acting HoA</p> <p>AAP</p>	<p>EOY data to reflect application of policy and decreased % absence and PA % for PP pupils</p>
<p>Whole School Objective 8 – Social, emotional and mental health</p> <p>Support PP involved with children and social care services (90% of open cases involve children entitled to PP) – targeted support from the emotional well-being team</p> <p>EWB interventions for high need PP pupils</p> <p>All PP pupils access whole school EWB strategies and behaviour</p>	<p>Safeguarding and behaviour Lead £30,000</p> <p>CPO £26,000</p> <p>EWB team £20,000</p>	<p>Any of the 90 PP pupils</p>	<p>EWB team</p> <p>CPO and Safeguarding lead</p> <p>Deep Support</p> <p>Acting HoA</p> <p>AAP</p>	<p>EOY data shows very low % of FPE</p> <p>EOY data to show decrease in behaviour logs</p> <p>Behaviour logs shows very low incidents of all forms of bullying including prejudice based bullying</p> <p>Pupil Voice evidences at least the large majority of pupils are happy, safe and inclusive</p>

curriculum grid if necessary				
Whole School Objective 9 – Safeguarding To continue to provide highly effective safeguarding provision	Safeguarding and behaviour Lead £30,000 CPO £26,000	Any of the 90 PP pupils	DSL (DHT) CPO Acting HOA/AAP	Academy continues to provide effective front line support to safeguard pupils to best effect
Whole School Objective 10 – EAL To provide daily intervention for the PP EAL children across the Academy to enable them to access the curriculum and make progress	EAL intervention specialist £16,000	All 6% EAL PP pupils	EAL specialist Deep Support Lead Inclusion Team Acting HOA/AAP	Current EAL PP children (6%) are able to access the curriculum and make progress across the year.
Whole School objective 11- SEN <ul style="list-style-type: none"> To provide specialist support programmes and CPD for SEN PP children Nurture group who are accessing flooded provision to accelerate progress and address PSHE barriers 	Additional support staff Jigsaw programme for PSHE	£40,000 £2650	SENCO, SENCO operational, Deep support lead, Acting HOA, AAP	Nurture pupils to make progress across the behaviour curriculum grid. Nurture pupils to access the curriculum and make accelerated progress.